

# **The Four A's For Emergent Literacy Success**

**Libby Rush, MA, CCC-SLP, CPM  
AAC/AT Consultant in Private Practice**

[libbyrush@aol.com](mailto:libbyrush@aol.com)

# **The Four A's**

- **Assessing Print Understanding**
- **Adapting or Writing Books**
- **Assembling Literacy Kits**
- **Applying Effective Strategies for Shared Reading**

# **Assessment**

- **Standardized**
- **Performance (functional real world)**
- **Observations**
- **Alternate Assessments**

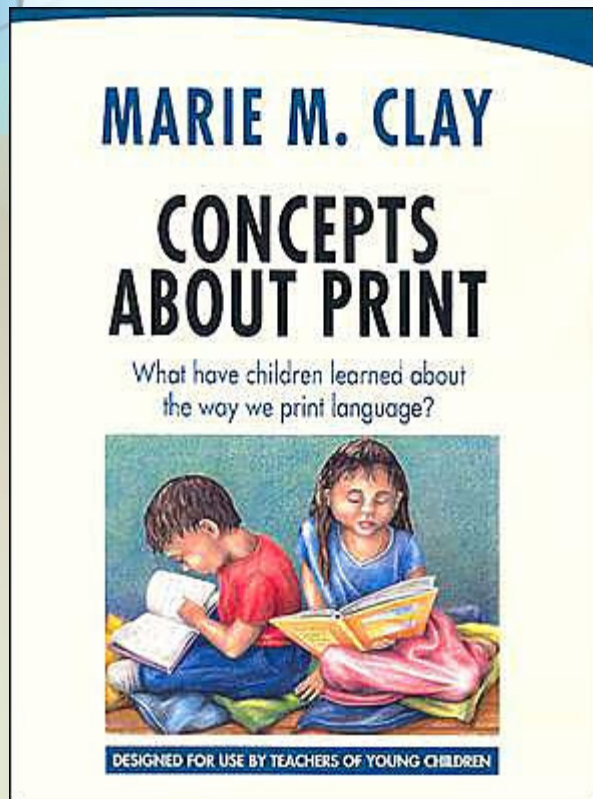
# **Assessment Tools**

- **Concepts in Print**
- **Home Literacy Inventory**
- **The Bridge**
- **The Troll**
- **The Ellco**

# Assessment

## Concepts of/about/in Print

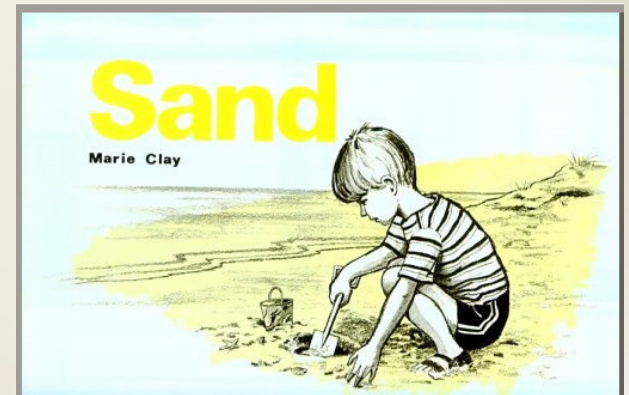
Marie Clay



Assessing concepts of print  
refers to determining  
how well the individual  
understands how print is used

# Concepts about Print Assessment Might Include

- Book orientation
- Which way to read (start)
  - Front and back of book
- Beginning and ending of book
  - Title
  - Graphics have meaning
    - Left to right
- Words not graphics is way to read book



# Concepts about Print

- Concepts about print assessment (demonstration):

<http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/print/conceptsqtml>

- Concepts of Print Assessment (example):

<http://wilearns.state.wi.us/apps/default.asp?cid=92> (click on click here)

# **Home Literacy Inventory**

- **Designed to reflect current and past family interactions with print and print-related conversations**
- **Interventionists are guided to look at non-print activities, reading activities, writing activities and current reading and writing abilities**
- **Information may be gathered over time either directly from the inventory completed by the family or on home visits by the intervention**



# The Bridge

**Designed to Investigate  
Literacy and Language Development**

- **Foundations of Reading**

(Book Knowledge/Appreciation/Print Awareness/Story Comprehension)

How individual interacts with books?

How child interacts with symbols/print?

How person engages in the act of reading?

- **Foundations of Writing**

How individual draws/writes (Motor item)

How child uses print? (Cognitive/linguistic item)

How person writes his name? (Motor & Cognitive item)

How individual interacts with/uses letters of the alphabet?



# The Bridge

**Designed to Investigate  
Literacy and Language Development**



- **Phonological/Phonemic Awareness**

How individual demonstrates phonological awareness

How child demonstrates phonemic awareness

- **Oral Language**

(related to literacy activities)

How individual interacts during literacy related activities

How child engages in story telling



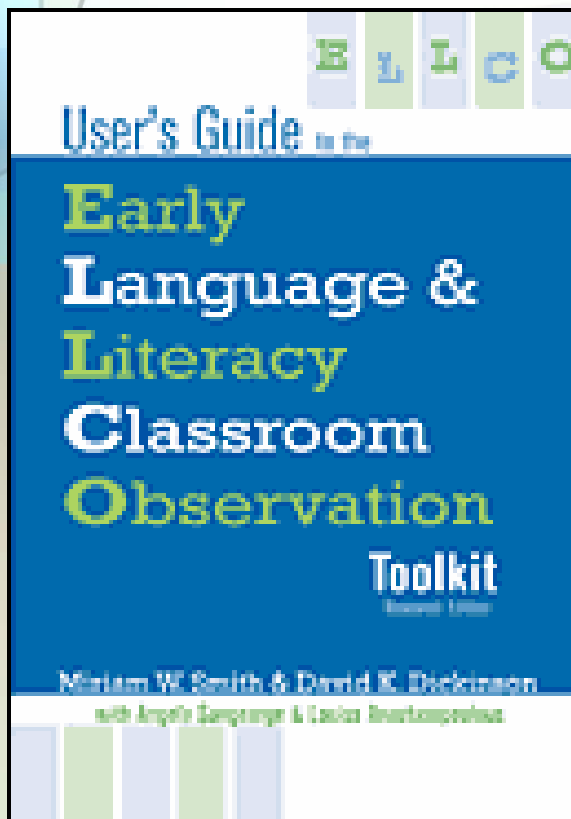
# **The Troll**

## **(The Teacher Rating of Oral Language and Literacy)**

- **Designed to track literacy and language development**
- **For use by classroom teachers or reading specialists**
- **No formal test training needed**
- **Administered for each child in app. 5 minutes**
- **Can be reused over year to track progress**

# **ELLCO**

## **Early Language & Literacy Classroom Observation (toolkit)**



**Specifically designed to examine environmental factors in early literacy and language development. Three-part toolkit and User's Guide to be used by administrators, principals, supervisors, and program directors and teachers to collect data that schools need to strengthen classroom quality and build better literacy programs.**

# **Overview of ELLCO**

- **Classrooms covered: Pre-K to third grade**
- **Area addressed: Literacy and language practices and materials in early childhood classrooms**
- **Total time to complete observation: Approximately 1 - 1.5 hours**

# **Components of ELLCO**

- **Literacy Environment Checklist (15-20 minute orientation to the classroom)**
- **Classroom Observation and Teacher Interview (20-45 minute observation, 10 minute interview)**
- **Literacy Activities Rating Scale**
- **(10 minute book reading and writing summary)**

# **ADAPT to meet**

- **Motoric abilities**
- **Physical reasons**
- **Sensory skills**
  - **Visual**
  - **Tactile**
  - **Other**
- **Communication needs**
  - **Rewriting the text**
  - **Symbols**
- **Emergent literacy levels**
- **Durability requirements**

# **ADAPT to meet**

- **Motoric abilities**
  - **Page fluffers**
  - **Paper clips**
  - **Sheet protectors**
  - **Sheet protectors with cardboard between**
  - **Cut apart two books and paste into board books**
  - **Take apart books and put into vinyl books**
  - **Use page turners**



# **ADAPT to meet**

- **Physical reasons**
  - **Wedges**
  - **Pillows**
  - **Over bed tables**
  - **Lap trays**
  - **Book stands**
  - **Bed trays**
  - **Bolsters**
  - **BookWorm Adjustable Stand**

# **ADAPT to meet**

- **Sensory skills**
  - **Visual**
    - **Enlarge print/graphics**
    - **Remove clutter from graphics**
  - **Tactile**
    - **Add tabs, flaps, moving parts, pop-ups etc.**
    - **Add textures**
  - **Other**
    - **Use scratch and sniff stickers**
    - **Attach switches to activate auditory and visual stimuli**

# **ADAPT to meet**

- **Communication needs**
  - **Rewriting the text to meet language skills**
  - **Use symbols to support each page for early emergent readers**
  - **Use symbols to reflect the written text for emergent readers**
  - **Use symbols to support learning the language of literacy (page #, picture)**
  - **Use symbols/graphics to represent concept being taught (e.g. words that rhyme)**

[http://www.bcps.k12.md.us/boardmaker/adapted\\_library.asp](http://www.bcps.k12.md.us/boardmaker/adapted_library.asp)

**Picture Communication Symbols for over 500 books**

# **ADAPT to meet**

- **Emergent literacy levels**
  - **Velcro books to hand puppets to assist in concepts of top vs bottom**
  - **Select or modify books so there is an appealing front cover and plain backs (front vs back)**
  - **Attach the same texture to the left side of each page and a distinct texture to the right side of each page to support function of left to right for pages**
  - **Use sticky arrow flags on pages of books to indicate top and bottom, or left to right**
  - **Add symbols for “The End” at the last of the book**
  - **Include “Read it Again” symbol to last page of the book**
  - **Add quotation bubbles to graphics with comments or expressions**
  - **Use highlighters to emphasize text**
  - **Use the COPPS of a character or object to move from page to page to support left to right and page turning**

# **ADAPT to meet**

- **Durability requirements**
  - **Take books apart and laminate using 7 or 5 mil laminate**
  - **Bind using plastic or metal spiral combs or coils**
  - **Laminate “big books” using 3 mil heat laminate in a large laminating machine & use paper clips to refasten much like stapling book pages in the center**
  - **Use sheet protectors**
  - **Take books apart, adhere to blank board books, cover with contact paper**

# **ASSEMBLE**

- **Literacy kits**
  - **Based on a book**
  - **Based on theme/concept and may contain several books/stories**
- **Props for telling/retelling**
- **Costumes & props for role playing**
- **Character props or puppets**

# Preassembled Kits

## Purchase from

- **Gabby Gadgets**  
<http://gabbygadgets.stores.yahoo.net/>
- **Lakeshore**  
<http://lakeshoreeducational.com/>
- **Brewer Education Resources**  
<http://brewereducationalresources.com/>
- **Come Learn With Me**  
<http://www.clwm.net/>
- **The Teacher Express**  
<http://theteacherexpress.com/>
- **Discount School Supply**  
<http://www.discountschoolsupply.com/>

# **Kit Basics**

- **Symbols to match the vocabulary for the book**
- **Communication Displays**
  - **General communication displays for making comments such as “Please, let me see.” “Turn the page.” “That’s silly.” Displays should be based on the communicative needs of the persons reading the book and could be used in many different reading situations**
  - **Communication display with messages or vocabulary specific to the book, theme, concept being addressed**
- **Voice output device(s) for commenting, retelling or asking questions**
- **Book(s) adapted to meet the needs of the audience (sensory, visual, symbolic, etc.)**



# **Assembling Kits for Specific Books**

**Attempt to have some type of manipulative to represent main character(s)**

- **Puppets**
- **Dolls**
- **COPPS (Cut out photo or picture of characters)**
- **Felt cutouts**
- **Magnetic cutouts**
- **Iron on transfer paper to create a stuffed doll or animal**
- **Figurines**
- **Miniatures**

# **Assembling Kits for Specific Books**

**Gather manipulatives to represent items, concepts or actions that are part of the book**

- **Actual objects identified in story**
- **Miniatures**
- **COPPS**
- **Objects to represent action (cup for drink or hammer/nails for build)**

# **Assembling Kits for Specific Books**

**Include activities to support concepts, themes, vocabulary that are part of the book**

- **Games**

- Memory games with symbols
- Games supporting categorization
- Bingos with symbols and graphics
- Match games with objects or symbols

- **Songs and Song Boards**

- Identify, rewrite or write songs supporting concepts and vocabulary
- Design song boards using symbols and graphics that support the book

# **Assembling Kits for Specific Books**

**Include activities to support concepts, themes, vocabulary, etc. that are part of the book**

- **Arts & Crafts**
  - Include printed black and white symbols for individuals to color, paint or decorate
  - Sponges or stamps representing characters or objects in story, to use for painting or decorating cards, boxes, placemats, etc.
- **Role Playing**
  - Create opportunities for role playing by having costumes, hats or objects that are associated with the characters
  - Have dolls, miniatures, stuffed toys, COPPS that can depict different characters for role play
- **Computer**
  - Create activities related to story to use on computer
  - Include software with similar themes to use on computer
  - Create books on software such as My Own Bookshelf for use by individual students

# **Assembling Kits for Specific Books**

## **Include other books and literacy activities**

- **Other Books**

- Ones with similar themes
- Ones that have the same character or characters
- Attempt to have one fiction book, one informational text and an ABC book on the same theme
- Consider having other books that are on an easier level and ones that are on a more difficult level

- **Literacy Activities**

- Include ways to give opinions such as book report or book review (liked it or did not like it)
- Identify ways to determine comprehension or understanding of the book

# **Assembling Kits for Themes or Concepts**

## **Often includes several books**

- **Identify books on different levels that support the theme or concept being addressed**
- **Gather props, costumes, manipulatives to support the concepts and themes that the various books address**
- **Write and include stories to support the theme (for instance in a Super Hero Kit...a story might be What Super Hero Do You Want to Be?)**
- **Include Song boards, games, art and crafts projects and computed activities**

# **APPLY**

## **Through Shared Reading**

- **Shared reading is the interaction that occurs between an adult and child when reading or looking at a book. Shared reading emphasizes the active involvement and engagement of both the child and adult in a shared interaction focusing on a book's words, pictures and story.**

**( Ezell & Justice, 2005)**

- **Can occur with one adult and child**
- **May occur with one or more adults and several children**

# **What is Shared Reading**

- **A positive reading interaction in which a learner (learners) experiences an instructor reading a story with fluency and expression.**
- **The instructor encourages and supports participation of the student in examining and manipulating the reading materials and accepts all efforts at “reading along,” commenting and interacting.**



# **Why Use Shared Reading**

- **Presents both oral and written language simultaneously**
- **Occurs frequently in natural setting**
- **Process is dynamic, flexible and reciprocal**
- **Supports acquisition of print concepts**
- **Supports acquisition of oral language skills**

# **Shared Reading Guidelines**

- **Determine the Purpose or Goals**
- **Select an Appropriate Book**
- **Create the Setting**
- **Read the Book**
- **Read the Book Again**
- **Make the Book Interactive**
- **Provide Opportunities to Communicate Reactions**

# **Determine the Purpose**

**What are possible target goals for shared reading time?**

- Emergent Literacy Goals**
- Receptive Language Goals**
- Expressive Language Goals**

# Select the Book

**Consider features of literacy that appeal to emergent readers**

- **Rhythm & Rhyme**
- **Repeated lines / sound patterns**
- **Nonsense sounds or noise**
- **Simple graphics**
- **Interactive graphics or novelties**
- **Predictability**
- **Ownership**
- **Age appropriate topics**
- **Simple language**
- **Types: Big books, flaps, wheels, buttons, textures**

# Selecting Books

- **Use book features associated with level of literacy**
- **Use lists of books by level**
- **Refer to the book itself for level**
- **Consider using books with text that supports use of verbs or descriptive language, not just nouns**
- **Choose subjects of interest to individuals (Can at times use a more advanced level if high interest)**
- **Select books that support learning identified concepts**
- **Write books or rewrite books to the identified level**

# Selecting Books

## Considering Narrative Content

- Topic
- Age and theme appropriate
- Meet individual's interests
- General appeal: fantasy or adventure, pets or animals stories describing familiar events, concept books (alphabet, numbers or counting, colors, shapes, opposites), rhyming books for repetition and melodic qualities
- Length
- Examine both quantity and quality
- Generally shorter is better
- Longer text can be read over multiple sessions
- Vocabulary level
- Individuals benefit best from experiences in which they understand 90% of text
- Consider if vocabulary is reflected in illustrations

# **Selecting Books Considering Print Features**

- **Size and amount of print**
  - **Larger print is preferable with at least one word per page. More than one word is useful for teaching concepts such as space between words.**
- **Print location**
  - **Try to select books with print on left and right pages**
- **Print within illustrations or elsewhere**
- **Illustrations should reflect print**

# **Selecting Books**

## **Considering Physical Characteristics**

**Critical to maintaining interest and enhancing comprehension**

- **Examine composition and shape**
- **Heavy cardboard, vinyl or paper**
- **Size**
- **Colorful and attractive rather than abstract**
- **Flap, tabs, buttons, touch and feel**
- **Packaging**
- **Those that come with manipulative which supports discussion and retelling of the story**



# **Create the Setting**

## **Set the Tone:**

**When starting a new book, begin by talking about the cover and such things as**

- **Title**
- **Author**
- **Illustrator**
- **Front cover illustration**
- **Back cover illustration**
- **The probable theme**

**(NOTE: may be introducing new literacy vocabulary including page, cover, title, sentence.)**

- **Keep the introduction brief and lively. The intent is to encourage participants to share the book**

# **Read the Book**

- **Be enthusiastic and make experience a positive one**
- **During first reading, be lively with few stops to maintain story line**
- **Read with expression**
- **Modify reading style based on the text**
- **Vary pitch and vocal characteristics**
- **Adjust volume**
- **Change rate**
- **Share emotion (laughing, etc.)**
- **Use word stress and cadence as appropriate**

# **Read the Book Again and Again and Again**

- **Conduct each session with enthusiasm**
- **Make it a positive, accepting experience**
- **Continue to vary reading expression**
- **Use teaching strategies to support purpose for reading the book**
- **Provide opportunities for students to actively engage in the experience**
- **Provide praise and feedback**
- **Employ repetition, but not interruption**

# **Using Adapted Books & Literacy Kits**

- **Make props available**
- **Provide ways for participants to retell the story**
- **Encourage role-play or dramatic play**
- **Utilize music and movement**
- **Play games**
- **Provide arts and crafts activities**
- **Listen to the audio CD/cassette**
- **Watch the DVD/video**
- **Adapt books for access**
- **Utilize symbols with the books**
- **Provide cooking opportunities**
- **Utilize computer activities**

# **Shared Reading Sessions**

## **Benefits of Repeated Readings**

- **Quality and range of responses change with increasing familiarity of story**
- **Talk more about the story**
- **Make more comments rather than answer or ask questions**
- **Focus on events, details, setting, theme**
- **Increase processing**
- **Making associations between characters**
- **Gain greater insight into the story**

# **Emergent Literacy Goals**

## Reading Patterns:

- **Front vs. back**
- **Right side up/upside down**
- **Turning pages/page sequences**
- **Left to right orientation**
- **Top to bottom / line sequences**

# **Emergent Literacy Goals**

## **Print Concepts:**

- **ID words vs. pictures**
- **Understand pictures and words carry meaning**
- **Identifying letters, uppercase vs. lowercase**
- **Points to words as adult reads them**

# **Emergent Literacy Goals**

Phonological / Syllable / Word Awareness:

**Understand spoken and written words consist of a sequence of sounds – phonemes**

- **Identify letter sounds**
- **Identify words that rhyme**
- **Recognize beginning/middle/ending sounds**
- **Recognize similarities between words**
- **Recognizes boundaries between syllables in words and words spoken in sentences**



# **Receptive and Expressive Language Goals**

## Vocabulary Knowledge/Use:

- **Identifying pictures in book**
- **Understanding vocabulary**
- **Using vocabulary**
- **Use context clues to understand meaning**
- **Sequencing**
- **Repeat/Retell story (Acting out characters)**
- **Answer/Ask questions related to story**
- **Sharing opinion of story or characters**

***Thank you for your interest in***  
**The Four A's For**  
**Emergent Literacy Success**

*Elizabeth (Libby) Rush, MA, CCC-SLP, CPM*  
**Independent AAC/AT Consultant**

**424 Bywood Drive**  
**Durham, NC 27712**

**[libbyrush@aol.com](mailto:libbyrush@aol.com)**  
**919-471-2819**